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ABSTRACT

This report is the second in the Fast Response Survey System (FRSS) series of studies on current, policy-related issues. The objective of the FRSS is to provide quick national estimates of key data that are needed for planning and policy purposes. The survey that resulted in this report was conducted at the request of the office of the Assistant Secretary for Education (OASE). Its purpose was to obtain a nationwide overview of the type and amount of formal job placement assistance provided by school districts for their high school students, graduates and dropouts. (Author)

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Fast Response Survey System

National Center for Education Statistics

ED143926

Job Placement Services Provided by Public School Systems in the United States, 1976

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HIGHLIGHTS

- Availability of Formal Job Placement Services

Of the Nation's 11,600 school districts with grades 11 and 12, 44 percent (5,161) reported formal job placement programs in fall 1976.

Among the 5,161 districts with placement programs, 93 percent served enrolled students and almost two-thirds served graduates and/or dropouts.

- Growth of Placement Services

Of the school district job placement programs reported in 1976, 58 percent have been in existence only five years or less, and 29 percent, three years or less. About a fifth of all reported programs were started during 1971, a higher proportion than in any other single year.

- Type of Placement Service

Among types of placement services offered by school district programs, "referral to job openings" and "instruction in job search techniques" are almost universal (92 and 87 percent of programs, respectively). "Job order taking and listing," "placement followup," and "active job solicitation," were each offered by about three-fifths of the programs.

- Accessibility of Services

Ninety-two percent of the programs provided their services at the school site alone or at a combination of the central school district site and local employment service location.

- Staff for Placement Programs

About half (54 percent) of the districts reporting programs were using only their own staff; another 38 percent were operating through local employment services as well; the remainder had arrangements using local employment services only.

- Users of Services

Of the districts with placement programs, about two-thirds estimated that fewer than 40 percent of their students and school leavers made use of their services each year. In fact, half of the districts reported less than 30 percent use.

- Size of Districts with Programs

Larger school districts are more likely than smaller districts to have formal placement programs.

ED143926

Fast Response Survey System

Job Placement Services Provided by Public School Systems in the United States, 1976

FRSS Report No. 2

Jeanette Goor... National Center for Education Statistics

Anita Schroeder... Westat, Inc.

U.S. DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE
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Education Division
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NATIONAL CENTER FOR EDUCATION STATISTICS

"The purpose of the Center shall be to collect and disseminate statistics and other data related to education in the United States and in other nations. The Center shall . . . collect, collate, and, from time to time, report full and complete statistics on the conditions of education in the United States; conduct and publish reports on specialized analyses of the meaning and significance of such statistics; . . . and review and report on education activities in foreign countries."--Section 406(b) of the General Education Provisions Act, as amended (20 U.S.C. 1221e-1).

Prepared for the National Center for Education Statistics
By Westat, Inc. under
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FOREWORD

This report is the second in the Fast Response Survey System (FRSS) series of studies on current, policy-related issues. The objective of the FRSS is to provide quick national estimates of key data that are needed for planning and policy purposes.

The survey that resulted in this report was conducted at the request of the Office of the Assistant Secretary for Education (OASE). Its purpose was to obtain a nationwide overview of the type and amount of formal job placement assistance provided by school districts for their high school students, graduates, and dropouts.

Supervision of the FRSS activities, the system, and the survey is the responsibility of Jeanette Goor, Project Officer, National Center for Education Statistics (NCES). Westat, Inc. developed the system and conducted the survey under contract with NCES. Anita Schroeder directed the project for Westat.

Barry Stern of the OASE originated the questions and provided guidance on the subject matter coverage. The questionnaire was further developed in coordination with Tony Fantaci and Oscar Gjernes of the U.S. Employment Service, Department of Labor. During the planning, liaison was maintained with the Data Acquisition Subcommittee (through its Fast Response Panel) of the Committee of Evaluation and Information Systems (CEIS) of the Council of Chief State School Officers. State Education Coordinators supported the survey by providing liaison with school districts, which, in turn, cooperated by responding quickly. Assistance of these individuals and organizations is gratefully acknowledged.

Marie D. Eldridge
Administrator
National Center for Education Statistics

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INTRODUCTION

There has been increased awareness in recent years that work-bound students require assistance to ease the transition from school to work. Counseling and guidance services have primarily focused on the students planning to continue their education after high school. Although most reports on the transition of young people from school to work recommend that job placement services be provided to facilitate this transition, no data have been available to reflect the extent or nature of such services for the nation's high school students. The studies that had been done were neither current nor nationwide in scope.

This report documents for the first time the extent of job placement services provided by local education agencies (LEAs), working either alone or in collaboration with the U.S. Employment Service and other agencies. It is based on a survey mailed at the end of September 1976 to a nationally representative sample of LEAs with grades 11 and 12.

The questionnaire used in this survey contained four questions. Question 1 was intended to obtain an overview of the arrangements for formal job placement services being provided by local school districts to clients with specified educational status -- students, graduates, and dropouts. Information about types of placement services offered was requested by means of a checklist in question 2. Question 3 obtained information about the accessibility or convenience of the placement services in terms of location of services: on the school site, in a central location, or through a combination of the two. An estimate of the penetration of the placement program in the school district was requested in question 4a, which asked for the percentage of students and those who left school (dropouts and graduates) who annually availed themselves of placement services. Finally, the number of years that the school district had been providing formal job placement assistance was requested in question 4b to get some historical perspective.

Data obtained by the survey--on the nature, extent, and characteristics of formal LEA job placement assistance programs--provide an overview of the school district programs and the services that they have been rendering.

SURVEY FINDINGS

The Survey of Job Placement Assistance, conducted in fall 1976, was sent to a sample of 520 local education agencies (LEAs), of which 93 percent (482) responded. A summary of the methodology is given in appendix I. Only school districts having at least one school with grades 11 and 12 were considered to be within the scope of the survey. School districts reporting in question 1 that they had no formal job placement program, as defined in the questionnaire (appendix II), were not required to complete the balance of the survey form. This report discusses the findings of the survey in terms of the extent and nature of the placement programs and of the characteristics of school districts with such programs.

Extent and Nature of Placement Programs

In all, 5,161 (44 percent) of the 11,637 school districts with grades 11 and 12 represented in this study provided formal job placement programs. These school districts included 66 percent of the Nation's secondary enrollment.

Most (93 percent) of the districts with placement programs served students still in school and about two-thirds served graduates and dropouts. Almost all the programs serving graduates and those serving dropouts also served enrolled students. All three types of clients--students, graduates, and dropouts--were served by about half (54 percent) of the programs. Table 1 shows the numbers of school districts providing services to each type and combinaton of client types.

Table 1.--School district job placement programs by type of client served: United States, fall 1976

	Number of districts	Percent of all districts with grades 11 and 12	Percent of all districts with placement programs
Total districts with grades 11 and 12	11,637	100	--
Districts with placement programs	5,161	44	100
Serving:			
Students	4,814	41	93
Graduates	3,329	29	64
Dropouts	3,188	27	62
Students, graduates, and dropouts combined	2,798	24	54
Students and graduates combined	3,325	29	64
Students and dropouts combined	3,181	27	62
Graduates and dropouts combined	2,803	24	54

School district placement programs offered a variety of services. Almost all (92 percent) offered "referral to job openings," and 87 percent offered "instruction in job search techniques." Table 2 gives the numbers of districts that provided each service listed on the questionnaire. Some of the "other services" reported by school districts were: teaching techniques in test-taking and completing job applications, providing transportation to interview sites, giving instruction in employ-ability skills, and providing an instruction materials library.

Table 2.--Types of services provided by school district job placement programs: United States, fall 1976

Type of placement service	Number of districts providing service	Percent of districts providing service
Total number of districts	5,161	--
Referral to job openings	4,753	92
Instruction in job-search techniques	4,494	87
Job order taking and listing	3,202	62
Placement follow-up	3,182	62
Job solicitation	3,028	59
Other services	358	7

Formal job placement programs were relatively new to many of the school districts. Fifty-eight percent of the school districts offering services in 1976 had had formal programs for five years or less. About twenty-nine percent of the districts had programs that were three or fewer years old. The peak years for growth appear to have been 1971, 1974, 1970, and 1966. Table 3 shows the percentage of school districts with formal placement programs by the age of the program.

It may be significant that the amendments to the Vocational Education Act (block grants under Part B) permitted localities to use vocational education monies for school placement services. The impetus for a number of school districts to take advantage of this opportunity may have been the spurt in unemployment among youth 16 to 19 years of age--from 12.2 percent in 1960 to 16.9 percent in 1971. This may account for the peak establishment of 21 percent of placement programs during the year 1971, as shown in Table 3.

Table 3.--School district job placement programs by age of program: United States, fall 1976

Number of years program had been offered	Year of establishment	Percent of districts initiating programs	Cumulative percent
1	1975	5	5
2	1974	15	20
3	1973	9	29
4	1972	8	37
5	1971	21	58
6	1970	11	69
7	1969	2	71
8	1968	6	77
9	1967	2	79
10	1966	10	89
11-15	1961-1965	5	94
16-20	1956-1960	5	99
21 or more	1955 and earlier	1	100

In order to obtain a measure of the accessibility of placement services to the users, school districts were requested to give the location at which students were provided assistance. Table 4 shows the numbers of school districts providing job placement services at various locations. Ninety-two percent of the districts with placement programs reported that the school site was used, either alone (54 percent) or in combination with a centrally located site (38 percent).

Table 4.--School district job placement programs by location of services: United States, fall 1976

Location of services	Number of school districts offering services at each location	Percent of school districts offering services at each location 1/
Total school districts with job placement programs	5,161	--
Central local education agency location only	245	5
Central local employment service location only	237	5
Combination of central location and school site	1,986	38
School site only	2,785	54
Other location/combination	196	4
No services offered at any location for at least one school	12	--

1/ A small proportion of school districts did not provide services at the same location for all schools. These districts checked more than one questionnaire line, thus resulting in a duplicated count. In addition, about 0.2 percent of the districts providing services did not provide these services to all high schools in the district.

The degree of coordination between school district placement programs and other agency programs was investigated by including a question on the type of arrangement used for providing placement services for each type of client--students, graduates, and dropouts. Three categories of staffing arrangements were listed on the questionnaire. They were: (1) school district staff, (2) formalized arrangement with local employment service (LES), and (3) both school district and local employment service (LES) staff.

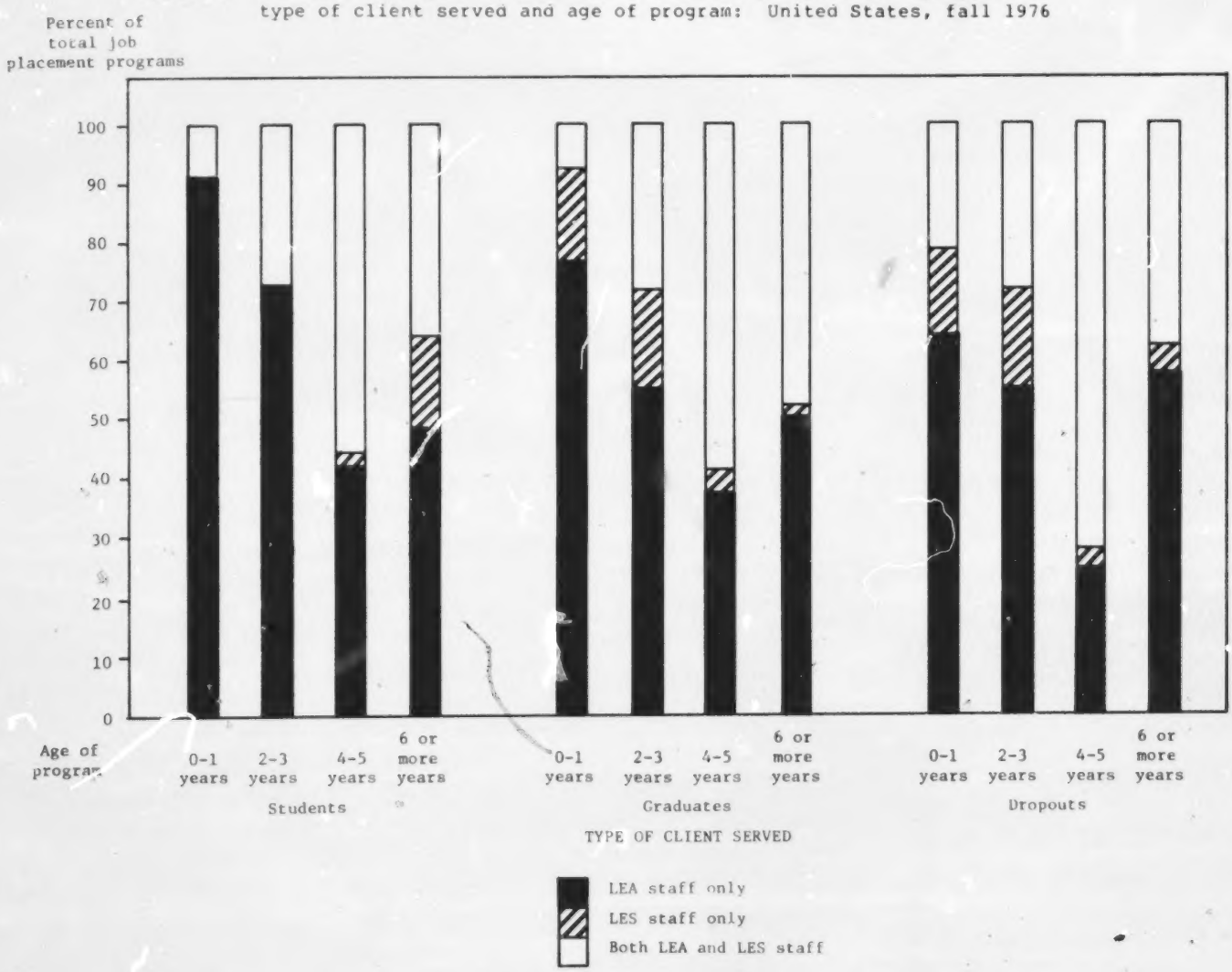
Local education agency (LEA) staff was used in almost all of the placement programs, either exclusively or in combination with LES staff. The LES staff participated in about one-half of all the job placement programs offered by the districts. Table 5 shows the percentages of LEAs providing placement services for students, graduates, and dropouts by the type of staffing arrangement.

Table 5.--Percent of school districts providing job placement services by type of client and staffing arrangement: United States, fall 1976

Type of client	Total (1)	LEA staff only (2)	LES staff only (3)	Both LEA and LES staff (4)	Total LEA involvement (2) + (4)	Total LES involvement (3) + (4)
Students	100	54	8	38	92	46
Graduates	100	49	6	45	94	51
Dropouts	100	49	7	44	93	51

The pattern of staffing arrangements for providing job placement services varied according to the length of time the formal program had been in operation. The most recent programs (those in operation 2 years or less) were more likely than older programs to rely solely on the staff of the school district. The older programs showed more use of both the LEA and LES staffs. Chart 1 shows the staffing arrangements for each type of client and for various program ages.

Chart 1.--Staffing arrangements for school district job placement programs by type of client served and age of program: United States, fall 1976



In order to obtain an appropriate measure of the actual use of school district job placement services, the school districts were asked to estimate the percent of students still in school who were given placement services each year and the percent of those who had left school (graduates and dropouts) who were also provided these services. About half of the districts serving students estimated that they gave placement assistance to fewer than 30 percent of their high school students. Two out of every three districts estimated that they gave assistance to fewer than 40 percent of their high school students. The percent of students and school leavers (graduates and dropouts) judged to be receiving services from the school districts is shown in Table 6.

Table 6.--Students and leavers (graduates and dropouts) receiving job placement assistance from school districts each year: United States, fall 1976

Client	Percent of clients receiving services	Number of school districts providing services	Percent of school districts providing services 1/
Students	0-9	494	11
	10-19	979	21
	20-29	767	17
	30-39	841	18
	40 or more	1,539	33
Leavers	0-9	1,821	43
	10-19	414	10
	20-29	413	10
	30-39	333	8
	40 or more	1,243	29

1/ Percents are based on a total number of 265 school districts that responded to question 4a, or a total of 4,620 (weighted) school districts. The leaver percentages are based on 253 responses, for a total of 4,224 (weighted) school districts.

Characteristics of School Districts with Placement Programs

In order to examine the characteristics of school districts with formal job placement programs, total district enrollment, including both elementary and secondary students, was used. Small school districts (less than 2,500) constituted a high percent (58) of the total number of placement programs; however, their enrollments included only 7 percent of the Nation's secondary students. Table 7 shows the numbers of school districts with job placement programs by enrollment size and by the number and percent of all secondary students enrolled in schools with programs.

Table 7.--School districts with job placement programs by total enrollment size and secondary enrollment: United States, fall 1976

Enrollment size (elementary and secondary)	School districts with placement programs			
	Number of districts	Percent of districts	Number of enrolled secondary students 1/	Percent of total secondary enrollment 2/
Total	5,161	100	12,600,000	66
Less than 2,500	2,979	58	1,285,000	7
2,500 - 4,999	979	19	1,701,000	9
5,000 - 9,999	677	13	2,155,000	11
10,000 - 24,999	383	7	2,646,000	14
25,000 or more	143	3	4,826,000	25

1/ Numbers in this and other tables may not add to totals due to rounding.

2/ Total enrollment is 19,200,000--the total number of secondary students enrolled in school districts with grades 11 and 12 in the U.S.

Despite the heavy concentration of job placement programs in small school districts, large school districts are still more likely to have placement programs. In fact, 71 percent of all districts of 25,000 or more students have placement programs serving students, compared to 35 percent of the districts with less than 2,500 students. Table 8 shows the percent of placement programs within each enrollment size classification for each of the client groups.

Table 8.--School districts with job placement programs by enrollment size and type of client: United States, fall 1976

Enrollment size (elementary and secondary)	School districts with placement programs serving each type of client, as a percent of all school districts with grades 11 and 12			
	Students	Graduates	Dropouts	Any combination of clients
Total	41	29	27	44
Less than 2,500	35	22	21	38
2,500 - 4,999	46	37	31	51
5,000 - 9,999	64	46	47	65
10,000 - 24,999	66	54	52	69
25,000 or more	71	60	61	78

In addition to enrollment size, the students' family income level in the school districts was also examined to determine if it had a bearing on the availability of job placement programs in the district. Three family income levels were considered in the analysis, based on the percentage of "poverty" children 5-17 years of age in the district in 1970. "Poverty" children are those whose family income falls below the poverty line, according to the Orshansky Poverty Index (see appendix I). The three levels of family incomes used were: high family income (HFI), or fewer than 8.5 percent "poverty" children in the district; medium family income (MFI), for districts with 8.6 percent to 36.5 percent "poverty" children; and low family income (LFI), for districts with 36.6 percent or more "poverty" children.

Table 9 indicates that 55 percent of the school districts in the HFI category had placement programs, while only 40 percent of the districts in the MFI category and 39 percent of those in the LFI category did. The disparity between these percentages may be partially due to the fact that the HFI category contains proportionally fewer small school districts than the other two categories do. For example, the percents of small districts in the HFI and LFI categories are 52 percent and 76 percent, respectively (appendix I).

Table 9.--School districts with placement programs by family income level and type of client served: United States, fall 1976

Client served	School districts with placement programs, as a percent of all school districts with grades 11 and 12 for each category			
	All family income levels	High family income	Medium family income	Low family income
All programs	44	55	40	39
Students	41	50	38	37
Graduates	29	30	27	33
Dropouts	27	36	23	30

CONCLUSION

The nationwide estimates obtained from the survey on job placement services provided by school districts convey an overall picture, as of fall 1976, of the extent and nature of formal job placement programs available to students, graduates, and dropouts.

The survey findings indicated that the number of school district placement programs has increased significantly during recent years, and that placement services were generally available to a large proportion of secondary school students. Only limited use was made of these services, however. The survey results also indicated considerable involvement of local employment services staff in providing placement services, particularly in the programs which were more than four years old.

Assessment of the quality of the placement programs was not within the scope or objectives of this survey. However, such an assessment might be useful to provide a more complete picture, especially in light of the recent origins of a large proportion of the programs. The results of this survey provide the background for further stuoy and help fill a critical gap in information available about job placement services offered by school districts in the United States.

APPENDIX I

The Fast Response Survey System

The Fast Response Survey System (FRSS) was established by NCES for the rapid collection of data on important educational issues. The system focuses on information that is not available from other sources and that is narrowly limited in scope.

The FRSS covers six educational sectors. They are:

State education agencies (SEAs)

Local education agencies (LEAs)

Public elementary and secondary schools

Nonpublic elementary and secondary schools

Institutions of higher education

Noncollegiate postsecondary schools with occupational programs.

For each sector except the SEAs, a stratified random sample has been designed to allow valid national estimates to be made. The sample sizes range from 500 to 1,000. All 51 SEAs are canvassed.

A data collection network involving both responders and coordinators was developed in each sector. The coordinator's role is to assist in the data collection by maintaining liaison with the sampled institutions or agencies. The responders were selected to represent their institutions or agencies and are responsible for completing the questionnaires.

The FRSS is designed to collect and report small amounts of data within short time periods, probably ranging from 6 to 10 weeks. The number of questions is typically three to five in order to encourage quick response with minimum burden.

The Fast Response Survey System provides NCES with a mechanism for furnishing data quickly and efficiently. All aspects of the system--the sample design, the network of coordinators and responders, and the short questionnaires--have been designed for that purpose.

Methodology for the LEA Survey of Job Placement Assistance

For this study, a national sample of 600 local education agencies (LEAs) was drawn with probability proportional to size from the universe of approximately 15,000 public school districts in the United States. The universe of LEAs was stratified by enrollment size class and the Orshansky Poverty Index prior to sample selection.

The sample was reduced to 596 school districts, after correcting for school district mergers and other circumstances. Sixty districts in this sample that did not have grades 11 and 12 were out of scope for this survey, and other school districts chose not to participate. Therefore, the number of school districts finally included in the survey was 520. On receipt of 93 percent of the questionnaires, the data collection effort was halted.

A weight adjustment was made to account for survey nonresponse. The weight adjustment was calculated for each cell of a two-way tabulation of responses. This tabulation made use of the enrollment size and the Orshansky Poverty Index classification of each school district. The resulting weighted survey responses represent the 11,637 school districts with grades 11 and 12 in the United States. Table A shows the cell and marginal totals used in the weighting.

Table A.--Universe of public school districts with grades 11 and 12 by enrollment size and poverty index

Enrollment size	Poverty Index			
	Total	8.5 percent and less (high family income)	8.6 - 36.5 percent (medium family income)	Over 36.6 percent (low family income)
Total	11,637	3,552	6,970	1,115
Less than 2,500	7,915	1,835	5,236	844
2,500 - 4,999	1,936	904	857	176
5,000 - 9,999	1,046	507	463	76
10,000 - 24,999	555	261	276	19
25,000 and over	184	46	139	0

Source: Market Data Retrieval Combined Mail File, fall 1975

Orshansky Poverty Index

The Orshansky Poverty Index is a measure to determine the "poverty" level for family incomes. In calculating this index for school districts, the number of "poverty" children in a district is determined as those children between ages 5 and 17 whose family income falls below the "poverty line." The poverty level is calculated using the family income, the number of children in the family, the type of household head, and the rural-urban status of the district. The socio-economic data used were taken from the 1970 Census. The number of "poverty" children was then divided by the total number of children aged 5 to 17 in the district to calculate an index of "poverty" children for each district. The school district statistics and the secondary enrollment figures were taken from the Fall 1975 Market Data Retrieval Combined Mail File.

Standard Errors of Statistics

All statements of comparison made in the text are significant at a 1.6 standard error level or better. In other words, the chances are about 90 in 100 that the difference between a sample estimate and the universe figure is less than 1.6 times the standard error.

The reliability of estimated percents presented in the tables may be determined by using Table B, Approximate Standard Errors of Percents. The values in Table B are generalized standard errors for all percents, calculated from the base figures given. Standard errors for intermediate values not shown may be approximated by interpolation. Standard errors of estimated numbers are given in Table C.

Table B.--Approximate standard errors of percents

Percent	Standard error when base is:			
	11,000	5,500	2,750	1,375
5 or 95	1.8	2.5	3.6	5.0
10 or 90	2.4	3.3	4.8	6.6
15 or 85	2.8	3.9	5.6	7.8
20 or 80	3.2	4.5	6.4	9.0
30 or 70	3.7	5.2	7.4	10.4
40 or 60	3.9	5.5	7.8	11.0
50	4.0	5.6	8.0	11.2

Table C.--Approximate standard errors of estimated numbers

Size of estimate	Standard error
100	90
250	135
500	190
1,000	260
1,500	305
2,000	345
2,500	380
3,000	405
4,000	440
5,000	455
6,000	465
7,000	455
8,000	430
9,000	360
10,000	320
11,000	200
11,637	0

APPENDIX II

Survey Form

Fast Response Survey System

DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE
EDUCATION DIVISION
NATIONAL CENTER FOR EDUCATION STATISTICS
WASHINGTON, D.C. 20202

FORM APPROVED
OMB NO. 51-R1101

Dear School District Superintendent:

This is the first school district survey to be conducted with the Fast Response Survey System (FRSS). The purpose is to gather data on the type and amount of **formal** job placement assistance provided for high school students by local school districts, alone or in collaboration with other agencies. No national data exist on this subject, yet such data are needed to assist in determining appropriate Federal activity in the student placement area. This survey has been coordinated with the Fast Response Panel of the CEIS Subcommittee on Data Acquisition. Please complete the questionnaire and return it within a week to the address on the back of this form. If you wish to contact someone concerning this survey, please call Jeanette Goor, FRSS Project Officer, at (202) 245-7843. Thank you for your assistance.

Sincerely,

Marie D. Eldridge

Marie D. Eldridge
Administrator, NCES

SCHOOL DISTRICT SURVEY OF JOB PLACEMENT ASSISTANCE

This report is authorized by law *(20 U.S.C. 1221 e-1)*. While you are not required to respond, your cooperation is needed to make the results of this survey comprehensive, accurate, and timely.

DEFINITIONS FOR PURPOSES OF THIS SURVEY:

Job Placement Assistance refers to **formal** services to help high school students or those who leave school *(graduates and dropouts, called "leavers" in this survey)* find part-time, full-time or summer jobs. These services do not include school-monitored work arrangements such as work-study or cooperative programs. *(Adapted from Handbook IV, Revised)*

High Schools refer to schools that include at least grades 11 and 12. These include Designated Area Vocational Schools if they are operated by your school district.

If your school district has no high school as defined above, check here ☐ and complete Items 5a and 5b and return this form.

1. DOES YOUR SCHOOL DISTRICT PROVIDE JOB PLACEMENT SERVICES TO HIGH SCHOOL STUDENTS OR LEAVERS THROUGH ONE OF THE ARRANGEMENTS LISTED? *(Check the appropriate boxes.)*

SERVICES PROVIDED THROUGH:	SERVICES PROVIDED FOR			
	STUDENTS	GRADUATES	DROPOUTS	NO ONE
a. School district staff				
b. Formalized arrangement with local employment service (LES)				
c. Both school district and local employment services (LES) staff				
d. Other *(Specify)*				

If "NO ONE" was checked for all lines above, complete Items 5a and 5b and return this form.

2. WHICH OF THE SERVICES IN THE LIST BELOW DOES YOUR SCHOOL DISTRICT PROVIDE? *(Check all that apply.)*

a. Job order taking and listing	
b. Job solicitation	
c. Referral to job openings	
d. Placement follow-up	
e. Instruction in job-search techniques	
f. Other *(Specify)*	

3. INDICATE THE NUMBER OF HIGH SCHOOLS IN YOUR SCHOOL DISTRICT WHOSE STUDENTS ARE PROVIDED PLACEMENT ASSISTANCE AT THE LOCATIONS LISTED BELOW. *(Count each school only once in completing lines a through f.)*

LOCATION OF SERVICES	NUMBER OF SCHOOLS
a. Central LEA location only	
b. Central local employment service (LES) location only	
c. Combination of central location and school site	
d. School site only	
e. Other location/combination *(Specify)*	
f. No services offered at any location	
TOTAL NUMBER OF HIGH SCHOOLS IN LEA (as defined above) *(Should equal sum of Lines a through f above.)*	

4a. ABOUT WHAT PERCENTAGE OF YOUR HIGH SCHOOL STUDENTS AND LEAVERS *(graduates or dropouts)* ARE GIVEN FORMAL JOB PLACEMENT ASSISTANCE EACH YEAR?

STUDENTS	LEAVERS
%	%

4b. FOR HOW MANY YEARS HAS YOUR SCHOOL DISTRICT PROVIDED A FORMAL PLACEMENT PROGRAM? → YEARS

5a. NAME OF SCHOOL DISTRICT

5b. NAME OF STATE

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